

## **LDT STUDENT HANDBOOK**

*Updated August 21, 2018*

Learning, Design & Technology Concentration | PhD in Education  
Department of Educational Psychology & Counseling  
College of Education, Health & Human Sciences  
University of Tennessee, Knoxville

### **Introduction**

The Learning, Design, and Technology (LDT) concentration in the Education Major is an instructional design and technology program designed for students with a wide-range of interests. Students in this program engage in research, design, development, implementation, and evaluation of learning environments. The name of the degree, LDT, reflects the changing nature of the field to become more inclusive of formal and informal learning environments. The program supports graduate study of learning environments from an instructional design and technology perspective as well as an educational technology perspective, in various formal and informal settings such as K-12 education, higher education, non-profit agencies, military, and corporate settings. The program supports both part-time and full-time students.

### **Academic Advising**

#### ***Advising***

As students are admitted to LDT, they will be assigned a temporary academic advisor, who is a tenure-track faculty member serving the program area. Students are assigned to a faculty advisor as part of the application review process. The temporary academic advisor assists incoming students in course selection during their first few semesters. In addition to reviewing the overall course of study and possible course combinations, advisors may discuss students' academic and professional goals, research opportunities, and prior involvement in community service activities. Each student's academic advisor will help develop a plan to guide the preparation of the student for the credentials sought. When a student invites a faculty member to serve as the chair of the doctoral committee and direct the dissertation, that faculty member becomes the student's advisor.

#### ***Doctoral Committee Chairs***

As soon as possible after the first year of coursework, students will be encouraged to identify a faculty member who will serve as doctoral committee chairperson. The student will need to meet with this faculty member and ask to serve as chairperson, then to discuss program of study and the goals for comprehensive exams and eventually dissertation research. In rare cases a student may request co-chairpersons; if so, the request must be approved by the EPC Director of Graduate Studies and the Graduate School.

LDT faculty members understand that it is the student's right to choose the chairperson, and in consultation with the chair, the committee members. If a student chooses to change the composition of the doctoral committee, the student will engage in open, frank, and diplomatic discussion with all parties, in advance. Any change in committee membership must be documented by the student obtaining and completing the relevant paperwork from the Graduate School website.

## LDT Curricular Elements and Requirements

Total credits of the LDT doctoral program consists of 76 credit hours, of which 52 credit hours are for coursework and a minimum of 24 credit hours are dissertation hours. See below for curricular requirements.

<b>Basic core (10 credits)</b>	<b>Cr. 10</b>	<b>Semester</b>
EDPY601 Professional Seminar	1	F Spr Su 20__
IT678 <i>Seminar in Instructional Technology</i>	3	F Spr Su 20__
LEES650 Design Thinking and Theory	3	F Spr Su 20__
IT679 Trends and Issues in Instructional Technology	3	F Spr Su 20__
*Co-Requisites that do not count towards the doctoral degree include IT521 <i>Proseminar I: Instructional Technology as a Profession</i> , IT570 Instructional Systems Design, and IT 573 Introduction to Multimedia Design. If students have equivalent experiences or coursework from a Master's degree they can be exempt from part or all of the co-requisite requirement. Co-Requisites are Pre-Requisites for students to be able to enrolled in Advanced Core courses.		
<b>Advanced core (6 credits from the choices below)</b>	<b>Cr. 6</b>	<b>Semester</b>
EDPY631 Discourse Analysis	3	F Spr Su 20__
LEES659 Cultural Historical Activity Theory and Methods	3	F Spr Su 20__
IT681 Design Problems in Learning Environments	3	F Spr Su 20__
ETEC587 Integrating Emerging Technologies into Teaching and Learning	3	F Spr Su 20__
Advisor approved course	3	F Spr Su 20__
<b>Research Apprenticeship (6 credits required)</b>	<b>Cr. 6</b>	<b>Semester</b>
LEES602 <i>Directed Research (Research Teams)</i>	3	F Spr Su 20__
IT693 Independent Study <i>Research Practicum</i>	3	F Spr Su 20__
<b>Research Methods (15 credits, or more)</b>	<b>Cr. 15</b>	<b>Semester</b>
EDPY682 Educational Research Fundamentals	3	F Spr Su 20__
EDPY559 Intro to Qualitative Res. in Ed.	3	F Spr Su 20__
EDPY577 Statistics in Applied Fields I	3	F Spr Su

		20__
Research elective (500 or 600 level)	3	F Spr Su 20__
Research elective (500 or 600 level)	3	F Spr Su 20__
<b>Electives (9 credits, or more)</b>	<b>Cr. 9</b>	<b>Semester</b>
Choice	3	F Spr Su 20__
Choice	3	F Spr Su 20__
Choice	3	F Spr Su 20__
<b>Cognate (6 credits)</b>	<b>Cr. 6</b>	<b>Semester</b>
Choice	3	F Spr Su 20__
Choice	3	F Spr Su 20__
<b>Dissertation (24 credits)</b> <b>No more than 15 credits can be taken in one semester.</b>	<b>Cr. 24</b>	
IT 600 Dissertation hours	# credits:	F Spr Su 20__
IT 600 Dissertation hours	# credits:	F Spr Su 20__
IT 600 Dissertation hours	# credits:	F Spr Su 20__
IT 600 Dissertation hours	# credits:	F Spr Su 20__
IT 600 Dissertation hours	# credits:	F Spr Su 20__
<b>Total (76 credits minimum)</b>	<b>Cr. 76</b>	

**Basic Core (10 credit hours)**

All students complete 10 credit hours of basic core courses which include EDPY601, IT678, LEES650, and IT679. If students entered the LDT program without an instructional design and technology Master's degree, they need to complete the co-requisite courses that include: IT521, IT570, and IT573. Note, students who transferred to the LDT program from the Learning, Environments, and Educational Studies (LEEDS) program will be able to substitute IT678 and IT679 with courses that were included in the LEEDS Core courses.

**Advanced Core (6 hours)**

All students must choose two Advanced Core courses after they have completed the Basic Core and Pre-Requisite courses. The Advanced Core course options include: EDPY631, LEES659, IT681, and ETEC587. Other courses that are taught by LDT faculty can be considered to be part of a student's Advanced Core course with advisor approval. If a student

is interested in more than two of the above courses, they can enroll in a course listed as Advanced Core as part of the elective courses. Note, students who transferred to the LDT program from LEEDS will be able to substitute their LEEDS Core Elective courses to the LDT Advanced Core with advisor approval.

### ***Research Apprenticeship***

All students must complete the research apprenticeship by enrolling in LEES602 and IT693. These credit hours are earned when students participate in faculty led research team projects. Note, students who transferred to the LDT program from LEEDS will be able to substitute their LEEDS Directive Research hours and Independent Study to meet the Research Apprenticeship.

### ***Research Methods (15 hours)***

Fifteen hours of research methods courses must be taken at a minimum including EDPY682, EDPY559, and EDPY577. With advisor approval substitutes can be granted from the above three courses. LDT faculty believe that a thorough preparation in qualitative research, quantitative research, and evaluation methodologies are necessary for doctoral students to be successful. Students are strongly encouraged to consider obtaining a graduate certificate in qualitative research methods or evaluation, statistics and measurement during their doctoral study.

### ***Electives (9 hours)***

The nine credits hours available for electives should be selected in consultation with your advisor. Students interested in obtaining a Master's Degree in Instructional Technology concurrently can apply their Master's coursework as electives for their doctoral coursework.

### ***Cognate (6 hours)***

Six hours of cognate courses must be taken outside of the Educational Psychology and Counseling Department, which will help students select the outside of department doctoral committee member.

### ***Dissertation Hours (24 hours)***

A minimum of 24 hours of dissertation hours are required. Students who have already met their coursework requirements and have passed their comprehensive exam can take a maximum of 15 dissertation hours per semester. The number of hours taken must correspond to an appropriate amount of work completed on the dissertation per semester and will be negotiated with the student's advisor.

### ***Comprehensive Exam Policy***

Students should have no more than 6 hours of coursework left to complete are eligible to start their comprehensive exam. During the semester in which a student is taking the comprehensive exam, if there are no other coursework to be completed, a student can enroll in 3-credit hours of dissertation hours to maintain active student status. According to the *Graduate Catalog*:

*The comprehensive examination...is normally taken when the doctoral student has completed all or nearly all prescribed courses*

The purpose of the comprehensive examination paper is to reflect the overall competencies specified in the *Graduate Catalog*. These competencies include:

*Successful completion of a comprehensive examination...is required for all doctoral degrees...its successful completion indicates that, in the judgment of the faculty, the doctoral student can think analytically and creatively, has a comprehensive knowledge of the field and the specialty, knows how to use academic resources, and is deemed capable of completing the dissertation.*

The exam consists of two parts – a written exam and an oral exam. The written portion consists of a substantial scholarly document in response to questions developed by the student and dissertation committee members. The oral defense is typically 2 hours in length and a chance for the committee to ask questions of the student about their written exam.

The committee chairperson will consult with all members of the student's committee in determining the comprehensive examination format, length and completion time; and in determining the roles and responsibilities for all committee members regarding writing and/or reading the specific sections of the examination. The student's doctoral committee chairperson at the time of the comprehensive exam will advise the student in coordinating the most useful combination of question(s), taking the following components into consideration about the student:

- competencies and interests,
- methodological and /or theoretical interests,
- anticipated career/personal responsibilities and aspirations.

The student will work with the committee chairperson to select the length and format of the comprehensive examination. The suggested length is 50-60 double-spaced pages total, but may be shorter/longer, at the discretion of a particular chairperson and committee. Typically, the exam will consist of between three to four questions, but the actual number of questions and length of the examination will be determined by the chairperson in consultation with the committee. These exam questions may ask the student to do a combination of the following:

- synthesize material and ideas addressed during the coursework portion of the program;
- focus on a new synthesis of ideas related to core theories and issues related to the LDT field;
- synthesize and articulate ideas relevant to existing or proposed new research/dissertation; and
- synthesize materials and ideas related to methodologies for engaging in research of proposed new research.

The LDT comprehensive exam period typically will be no longer than 8 weeks and no shorter than 4 weeks, but ultimately will be determined by the number of questions and by committee consensus. The comprehensive exam period begins the day the chairperson sends the student and the committee the exam questions. The doctoral committee chairperson will meet with the student to coordinate the most useful and prudent start date of the comprehensive exam period. It is advised that students discuss when they plan to complete the comprehensive exam a semester for the planned time, at which time it is the student's responsibility to complete the

Doctoral Committee Appointment Form available at the UT Knoxville Graduate School Forms website.

All committee members will review student response to the exam and notify the committee chairperson within two weeks of their receipt with a “pass with distinction,” “pass,” “revise and resubmit,” or “fail.” If upon the assessment of a comprehensive exam answer a faculty member ascribes either a “fail” or “revise and resubmit” to any answer, the chairperson will notify the student and discuss the implications.

An oral defense of the student’s comprehensive exams will be scheduled when a student receives a “pass with distinction,” “pass,” or “revise and resubmit,” from the faculty members assessing the written comprehensive exam answers based on the following criteria. Specifically, to proceed to the oral exam, the student must receive a passing mark (pass with distinction, pass, or revise and resubmit) on one out of two questions, two out of three questions, or three out of four questions. Faculty schedule are difficult to secure throughout the year; therefore, the student is responsible to secure an oral defense date and location when the comprehensive exam begins. The student will contact all committee members and request to schedule a 2-hour oral defense meeting at least 2-weeks after the written portion is due. If the outcome of the written portion deems the student ineligible to proceed to the oral defense, the chairperson will notify the committee and cancel the oral defense.

Should a student receive more marks of “fail” than these criteria specify the student will be allowed a second opportunity to complete the comprehensive exams the following semester. However, the student will not be expected to repeat any portion of the exam that was judged satisfactory originally. The student will be required to respond to questions that were marked either “fail” or “revise and resubmit” by addressing those same questions again, or in the case of a question marked “fail,” to a completely new question. If/when the student does meet the pass criteria, either on the first or second exam; the student can proceed to schedule the oral exam.

If the pass criteria are not met after the second exam, the student will not be allowed to continue in the program unless the student appeals successfully to the committee for a third exam. The appeal must come within 30 days of the second failure and a faculty member’s response must occur within 30 days of receipt of the appeal.

An oral defense cannot take place until the doctoral student has filed their Doctoral Committee Appointment Form with the Graduate School. The form can be found on the Graduate School website. The oral defense takes place privately with the student and committee members, and guests are not allowed to join the meeting. The format of the defense is as follows:

- the student is asked to provide a brief (5- 10 minute) overview of their examination paper;
- committee members take turns asking questions about the paper, engaging in dialogue with the student and with each other;
- the student will then be asked to leave the room so that the committee can discuss the oral defense.

At the conclusion of the oral defense meeting the committee members will vote on whether the student has passed or failed the defense. A simple majority (3 out of 4) will rule.

The student should bring their completed admission to candidacy form with them to the oral defense. The form can be found on the Graduate School website. Faculty committee members will sign the forms at the successful completion of the oral defense and the candidate will submit the signed forms to the designated EPC staff at the Department Office.

If in the judgment of the committee the oral defense is inadequate (fail), the student may complete the oral defense one additional time at the discretion of the committee. If the second defense is considered inadequate by the committee the student is recommended to be dismissed from LDT, EPC, and the university.

As incompletes are not ascribed to comprehensive exams, in the event that a student fails to submit a completed written exam on time or to submit a revised answer(s) to the chairperson and entire committee within 14-days after the originally set due date the student will fail the exam. The student will have one additional opportunity to complete the comprehensive exams the following semester, as described above.

Students are expected to complete their comprehensive exams independently, without any assistance, for evaluation purposes. Once the student successfully completes the comprehensive examination and oral examination, then the student is recommended to the Graduate School for admission to candidacy, which marks the transition from doctoral student to doctoral candidate.

Failure to pass the written and oral comprehensive examination means that the student may not advance any further toward the doctoral degree.

The student must pass the comprehensive exam before a committee may approve a dissertation proposal.

### **Dissertation Preparation Guidelines**

Each doctoral candidate is required to complete a doctoral dissertation that fulfills the requirements and procedures set by the University of Tennessee in the current edition of the *Graduate Catalog*. A minimum of 24 semester hours is required for the dissertation and will be satisfied by enrolling in LDT 600. Students who transitioned from LEEDS will be able to substituted LEES 600 upon approval from the Graduate School. The candidate must register continuously for these hours, including summer (a minimum of 3 hours each semester) from the time the doctoral research proposal is approved to the successful defense of the dissertation. (See the *Graduate Catalog* for more information about continuous registration).

A doctoral candidate, working with the doctoral committee chairperson and committee members, after extensive reading of relevant literature and/or methodologies, develops a proposed dissertation topic. After meeting with committee members and the chairperson, and preparing the proposal, the doctoral candidate completes and submits to the chairperson a written proposal of approximately 25-40 pages, although this page range may vary. The proposal can be considered a draft of the first three chapters of the dissertation where the

student address the following:

- introduction to the topic of interest,
- literature review,
- proposed research methodologies to study the topic of interest

Once the doctoral committee chairperson approves the proposal, the doctoral candidate with the chairperson will schedule a proposal defense. The doctoral candidate must provide the committee at least 14 working days to review the proposal before the defense meeting. Although rare, some students request two co-chairpersons be appointed; such requests must be approved by the EPC Director of Graduate Studies and the Graduate School. When such a request is approved, the language regarding “chairperson” applies to both co-chairpersons.

The proposal defense meeting is an opportunity for the doctoral committee to ask for clarifications, make additions, and suggest alterations to the proposed research study. The expected outcome of the meeting is that some changes will be made to the proposed research design. The doctoral candidate must submit a revised proposal to the chairperson prior to engaging in data collection, unless a specific agreement is reached with the committee for a different timeline. This revised proposal serves as a contract between the candidate and the committee as to what should be completed to fulfill the dissertation requirement.

Although dissertation formats vary, one possible outline of a proposal format can be found in Appendix A. Once the methodology has been determined, the appropriate UT IRB forms must be completed, reviewed by the dissertation chairperson, the Department’s IRB representative, and the Department Head and signed by all.

Similar to the preparation process for the dissertation proposal meeting, a doctoral candidate meets regularly with the doctoral committee chairperson and other doctoral dissertation committee members as is appropriate to complete the dissertation. The doctoral candidate prepares:

- a written document and all supporting materials (e.g., appendices, as appropriate) as the dissertation for submission to the doctoral dissertation committee, and
- an oral defense of the dissertation.

Once the doctoral committee chairperson approves the dissertation, the doctoral candidate with the chairperson will organize a day and time for a two-hour dissertation defense, in consultation with the students’ other committee members. The defense must be scheduled following the Graduate School Graduation Deadlines listed on their website, and the oral defense and must be conducted in university-approved facilities. When a student does not follow the Graduate School Graduation Deadlines, the student’s graduation date will be delayed by a semester. The doctoral candidate must provide the committee at least 14 working days to review the dissertation before the dissertation defense.

The candidate and the dissertation chairperson should work closely together to be sure that the manuscript is ready for review by the committee, and completion of several drafts is typical. A student may not send drafts of the dissertation to the committee until the chairperson approves for drafts to be sent out. With the final draft of the dissertation prepared for the oral



defense, the candidate needs to provide the chairperson with the iThenticate report, from the chairperson to review the analysis to ensure that the candidate's work did not include plagiarized passages. The chairperson will have approved all aspects of the manuscript before it goes to the committee, and the chairperson's role at the defense is to be an advocate for the candidate, to listen to the discussion carefully for feedback, and to guide the candidate as to how to strengthen the study. Candidates' should provide committee members with an electronic copy, paper copy, or both, as requested.

Concurrently, the doctoral dissertation chairperson will review and approve the invitation and abstract for the college-wide announcement of the dissertation defense. At least one week prior to the defense date, the doctoral candidate will meet with the appropriate support staff person to send a college-wide email announcing the dissertation defense date, an abstract of the dissertation, and an invitation to the academic community to attend the defense.

The dissertation defense is typically scheduled for 2-hours and it is a public event and guests are welcomed to attend. The defense is an opportunity for the doctoral candidate to present the work completed and for the doctoral dissertation committee to ensure that what the doctoral candidate proposed in the proposal is what came to fruition, to review the production of the dissertation to make sure it reflects ethically acceptable practices and methodologically sound procedures, to ask for clarifications, and make suggestions alterations and/or revisions. A brief portion of the 2-hour time frame, approximately 10 to 15 minutes, is generally allotted for a brief oral presentation by the candidate. After the presentation, the committee members take turns asking questions and engaging in dialogue the candidate and with each other. If time permits, members of the audience may ask questions at the end. After the questioning period, the candidate and any audience members will be asked to leave the room so that the committee can discuss the outcome of the defense.

The doctoral dissertation committee will evaluate the dissertation and the doctoral candidate's oral defense of it and vote "pass," "pass with revisions," or "fail." Upon completion of the oral defense the appropriate paperwork should be signed by the committee and submitted by the candidate to the graduate school. If in the judgment of the committee the oral defense is inadequate, at the discretion of the committee, the doctoral candidate may complete the oral defense a second time. If this defense is failed the committee has the discretion to recommend that the candidate be dismissed from the program. The student may appeal to the department head and, a third and final defense may be scheduled

If the doctoral candidate receives a "pass with revisions," the student must submit a revised dissertation to the chairperson and entire committee well before it is due to the Graduate School, unless by previous agreement among all a different time line is arranged. Committee members may choose whether or not they wish to provide additional feedback on the revised draft. As incompletes are not ascribed to dissertations, in the event that the doctoral candidate fails to submit a revised dissertation to the chairperson and entire committee within 30 days of the oral defense of the dissertation the student will have one additional opportunity to return to complete the revisions the following semester.

When revisions are made to the satisfaction of all doctoral dissertation committee members

and the chairperson, each committee member will sign the Pass/Fail form, which will be provided to the student by a Graduate School staff through email, and the Thesis/Dissertation Approval Form, which is provided at the Graduate School Website. The student is responsible for submitting all signed forms to the designated EPC staff at the department office.

If the doctoral candidate receives a vote of “fail” for the written document that is the dissertation, the student will have one additional opportunity to return to revise and defend the dissertation the following semester. If the candidate fails a second time the committee will dismiss the candidate from the program.

## **APPENDIX**

### **Dissertation Proposal Elements**

The following is a general outline of a doctoral dissertation proposal. While the type of research-, descriptive, ethnographic, experimental, theoretical, historical, etc. dictates the particular form and organization of the dissertation, in most cases, the elements described here generally should be considered to ensure quality. However, the exact nature of the study and order of topics may differ based on the type of research proposal written. For example, while the outline below is most helpful for empirical research, the topics may be less helpful for some qualitative investigations. Alternative structures are allowed at the discretion of the chairperson and committee, as long as the structure is consistent with UT Graduate School guidelines. Please consult with your advisor/chairperson to determine the extent to which these elements apply to your proposal.

#### ***Introduction***

Describe the conditions or situations that suggest the problem. This section should build the framework for a general understanding of the problem.

#### ***The Problem***

Provide a general statement of the nature of what is to be studied. This section should describe the area of study/theory/theories and suggest the reasons for the research (why). It delineates the broad areas which will lead to the specificity of the study stated in the purpose.

#### ***The Purpose***

Specify exactly what is to be done in this research/theoretical argument. Directly state one or more specific questions to be answered or describe precisely and clearly the directions for this in-depth research plan.

#### ***Previous Research / Theoretical Context***

Report a few research investigations, and or the theoretical context which are highly germane to the proposed study. Other research or an in-depth discussion of the theory/theories you will analyze for your “context” chapter or “review of literature” chapter will appear in the full dissertation. This section should indicate that you have identified the leading scholars / theories in the field of the study.

***Importance/Need of the Study***

Examine the relationship to previous research / standing theories and suggest how this study will make a contribution to the advancement of knowledge and/or how the results will contribute to the solution of some practical or theoretical problem.

***How and Why This Was Chosen / Researcher Assumptions***

The researcher has an opportunity to explain how and why this study became a topic of interest and discuss any assumptions that might influence the research.

***Definition of Terms***

If terms are to be used throughout the study in some sense that they might not be readily understood, define them a) contextually or b) by listing them and providing an explanation across connections. (Any terms that are used only a few times should be defined the first time they are used, either in the paragraph or as a footnote). Caution: Do not define the obvious words or terms generally used by scholars.

***Hypotheses/Questions***

Include, if appropriate for the particular type of study or research design, and if applicable research and / or theoretical questions and/or hypotheses.

***Method, Methodology, and Procedure,***

Briefly describe the methodological plan to achieve the purpose of the study. This plan should include answers to a number of questions. From whom will you collect data? What will your participants(s) be required to do? How will you analyze your data? Give the technical name of any statistical procedure(s) to be used and indicate how the results will be represented in the finished dissertation.

***Organization of the Study***

Briefly outline the steps in the study in narrative form using a series of paragraphs, not lists.

***Time Schedule***

Typical studies may be broken down into about three time periods: (1) designing the study, (2) collecting data, and (3) analyzing data and writing the report. Set some calendar deadlines by which progress can be measured. Consider the steps that have been detailed in the "Method, Methodology, and Procedure" section as the time schedule is built.

***Partial Bibliography***

References for the study, including related theories, literature, and methods of procedure, should follow an established bibliographic form.

***Appendix***

Among other items, consider attaching the following to your proposal:

- A list of specific sources from which data will be collected.
- Instruments for collecting data.
- Forms for recording data.

- Skeleton tables, charts, graphs.

***Required Related Activities for Those Writing Dissertation Proposals***

The doctoral candidate should consult:

- UT Thesis and Dissertation Manual, and
- Publication Manual of the American Psychological Association (APA Manual – the most recent edition)

***Human Subjects Research Approval***

Human subjects research approval will be obtained where appropriate, using forms and system available in the Office of Research. When human response or other involvement is involved in the study, this requirement must be met before onset of data collection.